

# Writing Objectives

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## WHAT is a performance objective?

It tells what students should be able to do by the end of the lesson, chapter, or unit.

## WHY are objectives important?

They help the teacher to:

- **focus and prioritize** lesson content and activities
- **identify the essential** concepts, tasks, and criteria for acceptable performance
- **eliminate irrelevant information and activities** that do not support students in achieving the targeted performance
- **develop the lesson** so it “adds up” to the targeted performance
- **evaluate** students' progress

## HOW do I write an objective?

Objectives should specify (in **observable, measurable** terms) the:

- **A**udience (students)
- **B**ehavior (standards-based, communicative task or function – stated as an observable, measurable verb)
- **C**onditions (cultural context, grammatical structure, or vocabulary needed to complete the task)
- **D**egree of performance (performance parameters – accuracy, frequency, quantity, and/or time).

**Formula:** (**Do NOT use the words know, learn, practice, or understand**)

Students will (standards-based, communicative function)  
about (cultural context/vocabulary topic) using +  
(grammatical structure) + (performance parameters -  
accuracy, frequency, quantity, and/or time)

**Model:**

Students will make 5 suggestions for school improvements using  
the present subjunctive in a 30-second video.

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## EXAMPLES:

*Can you identify the communicative task, context, grammar/vocabulary, and performance parameters for each objective? What modifications are needed?*

### GRAMMAR:

NOT an	objective: Imperfect tense
NOT a well-formed	objective: Students will <u>understand</u> how to conjugate a verb in the imperfect tense.
Example of an	objective: Students will <u>describe</u> 4 <u>childhood activities</u> using the <u>imperfect tense</u> within <u>5 minutes</u> .

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### VOCABULARY:

NOT an	objective: Telling time
NOT a well-formed	objective: Students will <u>learn</u> how to tell time
Example of an	objective: Students will <u>exchange information</u> about <u>movie schedules</u> using <u>clock time</u> in <u>complete sentences</u> .

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### CULTURE:

NOT an	objective: Spanish culture
NOT a well-formed	objective: Students will <u>know</u> about Spanish culture
Example of an	objective: Students will <u>compare and contrast</u> <u>teenage activities</u> in the U.S. and Spain using <u>tan/to</u> <u>como</u> .

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## Template for Writing Objectives:

Students will + (standards-based, communicative function/task)

NOT know  
learn  
practice  
understand

about (cultural context/vocabulary topic) using +

(grammatical structure) + (performance parameters - accuracy, frequency, quantity, time) .

### Examples:

- **Interpersonal Mode:** Students will **describe 3 missing children to a relief worker** using **clothing vocabulary and adjectives**.
- **Interpretive Mode:** Students will **identify 5 safety recommendations** from a newspaper article about **disaster preparedness** using the **present subjunctive** and **crisis vocabulary**.
- **Presentational Mode:** Students will **present 1-minute news reports** about **natural disasters in Latin America** using at least **5 targeted preterit and imperfect verbs**.
- **Presentational Mode:** Students will **explain similarities and differences** in how **natural disasters** affect people in the U.S. and Latin America using **tan/tanto + como** in a **10-sentence newspaper article**.

**Note:** Consider taking your verbs directly from the National Standards, the Spanish benchmarks, and [Bloom's Taxonomy](#). For more information on National & State Standards, see:

National Standards for Foreign Language Learning: <http://tinyurl.com/4n6952>

Utah Foreign Language Standards: <http://tinyurl.com/4ea47a>

ISTE's National Technology Standards for Students: <http://tinyurl.com/2jga2m>

Utah - Technology Specific: <http://www.schools.utah.gov/curr/core/corepdf/EduTech.pdf>

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## RUBRIC FOR WRITING UNIT OBJECTIVES

*Teacher Work Sample Standard: The teacher sets significant, challenging, varied and appropriate learning objectives based on state/district content standards.*

Rating → Indicator ↓	5 Exceeds Expectation	4-3 Meets Expectation	2-1 Partially Meets Expectation	0 Not Met/ Missing Evidence
Clarity of Objectives	<p><b>Clearly</b> stated in terms of standards-based, <b>measurable or observable tasks</b> students will complete by the end of the lesson, chapter, or unit</p> <p><b>Conditions and parameters for successful performance ARE identified</b></p>	<p>Stated in <b>measurable or observable actions and behaviors</b> using <b>imprecise language</b></p> <p><b>Conditions or parameters for successful performance are NOT identified</b></p>	<p>Stated in terms of what <b>students will learn, know, or understand</b> by the end of the lesson, chapter, or unit</p> <p><b>Difficult to observe or measure</b> because <b>tasks are unspecified</b></p>	<p><b>Listed as isolated topics</b> that will serve as the content of the lesson, chapter, or unit</p> <p><b>Do not state what students will be able to do</b> by the end of the lesson, chapter, or unit</p>
Quantity, Quality, & Content of Objectives	<p><b>5 to 7 objectives</b></p> <p><b>Meaningful and exceptionally well-suited</b> to the developmental level of students and <b>well-aligned</b> with the content of the lesson</p> <p>Carefully <b>integrate a variety</b> of communicative, linguistic, and cultural goals</p>	<p><b>3 to 4 objectives</b></p> <p>Developmentally <b>appropriate</b> and <b>applicable</b> to the content of the lesson</p> <p>Communicative, linguistic, and cultural goals are <b>each addressed</b> by at least one objective</p>	<p><b>3 to 4 objectives</b></p> <p>Developmentally <b>questionable</b> and/or <b>not well-aligned with the content</b> of the lesson</p> <p><b>Lack attention to</b> communicative or cultural goals</p>	<p><b>Fewer than 3</b></p> <p>Developmentally <b>inappropriate</b> and/or <b>irrelevant</b> to the content of the lesson</p> <p>Focus primarily on <b>linguistic</b> goals</p>